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Score Report

by Steven Feifer, DEd, and PAR Staff

Client Information

Client name :	Sample Client
Client ID :	SC
Test date :	03/15/2019
Date of birth :	08/03/2006
Age :	12 : 7
Grade/Education :	7
Gender :	Female
Examiner :	Dr Brown

This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

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Version: 1.00

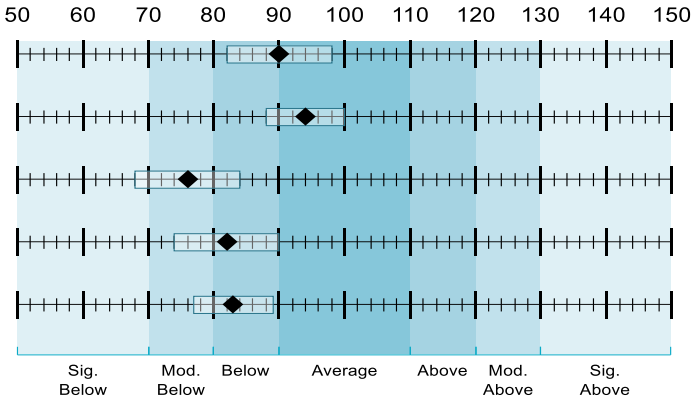
FAW Score Summary

Subtest	Raw score	Standard score	Index standard score	Percentile rank
Alphabet Tracing Fluency (ATF)	21	105		63
Motor Sequencing (MS)	20	+ 95		37
Copying Speed (CS)	17	+ 95		37
Motor Planning (MP)	7	+ 75		5
Graphomotor Index (GI)		**= 370**	**90**	**25**
Homophone Spelling (HS)	31	86		18
Isolated Spelling (IS)	53	+ 104		61
Dyslexic Index (DI)		**= 190**	**94**	**34**
Executive Working Memory (EWM)	2	64		1
Sentence Scaffolding (SS)	9	+ 86		18
Retrieval Fluency (RF)	28	+ 102		55
Expository Writing (EW)	6	+ 78		7
Executive Index (EI)		**= 330**	**76**	**5**
GI + DI + EI = FAW Total Index (TI)		**= 890**	**83**	**13**
Supplemental Index				
Expository Writing (EW)	6	78		7
Copy Editing (CE) *optional*	32	+ 106		66
Story Mapping (SM) *optional*	7	+ 74		4
Compositional Writing Index (CWI)		**= 258**	**82**	**12**

Note. "---" indicates the value could not be calculated due to missing data. "n/a" indicates the value could not be calculated because the examinee's grade falls outside the administration grade range for this subtest.

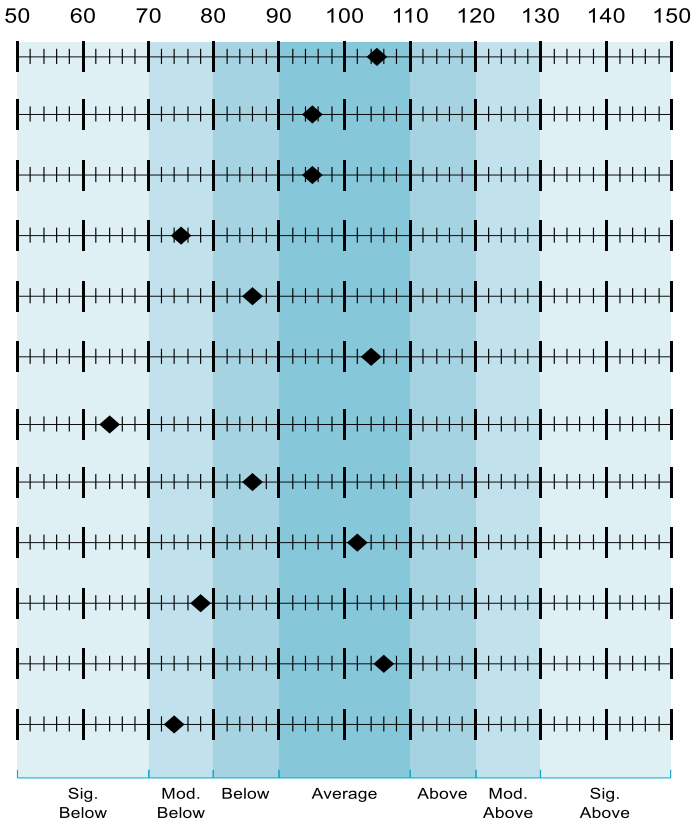
Index Score Profile

Index	Standard score (90% CI)
Graphomotor	90 (82-98)
Dyslexic	94 (88-100)
Executive	76 (68-84)
Compositional Writing	82 (74-90)
Total	83 (77-89)



Subtest Score Profile

Subtest	Standard score
Alphabet Tracing Fluency	105
Motor Sequencing	95
Copying Speed	95
Motor Planning	75
Homophone Spelling	86
Isolated Spelling	104
Executive Working Memory	64
Sentence Scaffolding	86
Retrieval Fluency	102
Expository Writing	78
Copy Editing	106
Story Mapping	74



Interpretive Caveats

The test scores, descriptions of performance, and other interpretive information provided in this report are predicated on the following assumptions. First, it is assumed that the various subtests were administered and scored correctly, in adherence with the general and specific administration and scoring guidelines provided in Chapter 2 of the Feifer Assessment of Writing (FAW) Professional Manual (Feifer, 2020) and the FAW Administration and Scoring Guide (Feifer, Trujillo, PAR Staff, 2020). Second, it is assumed that the examinee was determined to be eligible for testing by the examiner according to the guidelines for testing eligibility provided in Chapter 2 of the FAW Professional Manual and that the examiner was appropriately qualified to administer and score the FAW.

This report is intended to be revealed to, transmitted to, and used by individuals (a) appropriately qualified and credentialed to interpret FAW results under the laws and regulations of their local jurisdiction and (b) adhering to the guidelines for use of the FAW as stated in Chapter 2 of the FAW Professional Manual.

Overview of This Report

Sample was administered the Feifer Assessment of Writing (FAW). The FAW is an individually administered measure of writing ability normed for examinees in prekindergarten through college. The FAW contains individual tests of writing skills that are combined to form a Graphomotor Index (GI), a Dyslexic Index (DI), an Executive Index (EI), an optional Compositional Writing Index (CWI), and a FAW Total Index (TI). The subtests that compose the GI assess the ability to plan, sequence, and execute the physical stroke of the writing process during timed conditions. The DI is composed of subtests that assess spelling. The EI contains subtests designed to assess retrieval fluency, sequencing, working memory, saliency determination, and planning and organization of one's thoughts and ideas. A FAW Total Index (TI), calculated by combining the GI, DI, and EI scores, provides the most comprehensive and reliable assessment of overall writing ability. The optional CWI is a foundational writing index designed to assess both written language skills and the ability to grammatically self-check written work. The purpose of the CWI is to provide greater clarity of an examinee's overall written language prowess; whereas the core battery involves diagnostic measures to determine the underlying neuropsychological processes inherent in the skill of writing itself. Each index score is expressed as a grade-corrected standard score scaled to a mean of 100 and a standard deviation of 15.

FAW Total Index (TI) Interpretation

Sample's FAW Total Index (TI) standard score was 83, which was in the Below Average range of functioning and in the 13th percentile compared to Sample's peers in the same grade. The FAW Total Index (TI) is calculated by combining the GI, DI, and EI standard scores and provides a more comprehensive and reliable estimate of overall writing ability.

Index Interpretations

GI interpretation

Sample's overall Graphomotor Index (GI) standard score was 90, which was in the Average range of functioning and in the 25th percentile compared to her same-grade peers.

DI interpretation

Sample's overall Dyslexic Index (DI) standard score was 94, which was in the Average range of functioning and in the 34th percentile compared to her same-grade peers.

EI interpretation

Sample's overall Executive Index (EI) standard score was 76, which was in the Moderately Below Average range of functioning and in the 5th percentile compared to her same-grade peers. This score suggests that her executive skills were an absolute weakness.

CWI Interpretation

Sample's overall Compositional Writing Index (CWI) standard score was 82, which was in the Below Average range of functioning and in the 12th percentile compared to her same-grade peers. This score suggests that her compositional writing skills were an absolute weakness.

Index Discrepancies

FAW Total Index Standard score: 83				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Graphomotor Index (GI)	90	7	*ns*	>15%
Dyslexic Index (DI)	**94**	**11**	**.05**	**>15%**
Executive Index (EI)	76	7	*ns*	>15%
Compositional Writing Index (CWI)	82	1	*ns*	>15%

Graphomotor Index Standard score: 90				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Dyslexic Index (DI)	94	4	*ns*	>15%
Executive Index (EI)	**76**	**14**	**.05**	**>15%**
Compositional Writing Index (CWI)	**82**	**8**	**.01**	**≤1%**
Total Index (TI)	83	7	*ns*	>15%

Dyslexic Index Standard score: 94				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Graphomotor Index (GI)	90	4	*ns*	>15%
Executive Index (EI)	**76**	**18**	**.01**	**≤1%**
Compositional Writing Index (CWI)	**82**	**12**	**.01**	**≤1%**
Total Index (TI)	**83**	**11**	**.05**	**>15%**

Executive Index Standard score: 76				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Graphomotor Index (GI)	**90**	**14**	**.05**	**>15%**
Dyslexic Index (DI)	94	4	*ns*	>15%
Compositional Writing Index (CWI)	**82**	**6**	**.01**	**≤1%**
Total Index (TI)	83	7	*ns*	>15%

Compositional Writing Index Standard score: 82				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Graphomotor Index (GI)	**90**	**8**	**.01**	**≤1%**
Dyslexic Index (DI)	**94**	**12**	**.01**	**≤1%**
Executive Index (EI)	**76**	**6**	**.01**	**≤1%**
Total Index (TI)	83	1	*ns*	>15%

Note. "---"indicates that the value could not be calculated due to missing data.
Discrepancies in bold are statistically significant at $p < .05$

Subtest Interpretations

Graphomotor Index (GI)

ATF

The Alphabet Tracing Fluency (ATF) subtest requires the examinee to construct legible letters by completing partial stencils of letters. It is a measure of fine motor control and dexterity.

Sample's ATF standard score was 105, which was in the Average range of functioning and in the 63rd percentile compared to her peers in the same grade.

MS

The Motor Sequencing (MS) subtest requires the examinee to copy a series of symbols using a legend containing random letter/letter combinations underneath four different symbols. It is a measure of fine motor speed, copying, and complex motor planning.

Sample's MS standard score was 95, which was in the Average range of functioning and in the 37th percentile compared to her peers in the same grade.

CS

The Copying Speed (CS) subtest requires the examinee to copy a series of sentences. It is a measure of fine motor speed and copying accuracy.

Sample's CS standard score was 95, which was in the Average range of functioning and in the 37th percentile compared to her peers in the same grade.

MP

The Motor Planning (MP) subtest requires the examinee to copy letters, words, and sentences of varying lengths into a designated space. It is a measure of motor planning and execution.

Sample's MP standard score was 75, which was in the Moderately Below Average range of functioning and in the 5th percentile compared to her peers in the same grade.

Dyslexic Index (DI)

HS

The Homophone Spelling (HS) subtest requires the examinee to select the correct spelling choice out of four possible spellings of a word when presented with a picture of the target word for context. It is a measure of orthographic memory skills when spelling.

Sample's HS standard score was 86, which was in the Below Average range of functioning and in the 18th percentile compared to her peers in the same grade.

IS

The Isolated Spelling (IS) subtest requires the examinee write a series of letters and/or spell words of increasing difficulty dictated by the examiner. It is a measure of spelling skills independent of context.

Sample's IS standard score was 104, which was in the Average range of functioning and in the 61st percentile compared to her peers in the same grade.

Executive Index (EI)

EWM

The Executive Working Memory (EWM) subtest presents the examinee with a series of four or five word choices. The examinee is required to write one sentence using two of the words that best fit a verbally presented prompt. It is a measure of saliency determination, working memory, and executing a written language task.

Sample's EWM standard score was 64, which was in the Significantly Below Average range of functioning and in the 1st percentile compared to her peers in the same grade.

SS

The Sentence Scaffolding (SS) subtest requires the examinee to correctly sequence a series of cards presented in a random order to construct an appropriate paragraph. It is a measure of verbal sequencing skills.

Sample's SS standard score was 86, which was in the Below Average range of functioning and in the 18th percentile compared to her peers in the same grade.

RF

The Retrieval Fluency (RF) subtest consists of two tasks. Convergent Retrieval requires the examinee to name four items that are representative of a presented category. It is a measure of convergent thinking and verbal retrieval skills. Divergent Retrieval requires the examinee to name a word that is related to three other categorically related words that are verbally presented. It is a measure of both divergent thinking (determining the categorical relationship) and convergent thinking (retrieving a specific word) skills.

Sample's RF standard score was 102, which was in the Average range of functioning and in the 55th percentile compared to her peers in the same grade.

EW

The Expository Writing (EW) subtest requires the examinee to write a detailed paragraph about a specific topic within 5 minutes. It is a measure of compositional writing skills.

Sample's EW standard score was 78, which was in the Moderately Below Average range of functioning and in the 7th percentile compared to her peers in the same grade.

Compositional Writing Index CWI)

EW

The Expository Writing (EW) subtest requires the examinee to write a detailed paragraph about a specific topic within 5 minutes. It is a measure of compositional writing skills.

Sample's EW standard score was 78, which was in the Moderately Below Average range of functioning and in the 7th percentile compared to her peers in the same grade.

CE

The Copy Editing (CE) subtest requires the examinee to correct any capitalization, spelling, punctuation, and grammatical errors embedded within a series of sentences within 3 minutes. It is a measure of linguistic knowledge as well as an examinee's attention to detail in the writing process.

Sample's CE standard score was 106, which was in the Average range of functioning and in the 66th percentile compared to her peers in the same grade.

SM

The Story Mapping (SM) subtest requires the examinee to use presented story elements (i.e., setting, characters, main event, conclusion) to write a story within 5 minutes. It is a measure of creative writing, deductive thinking, and organizational skills required to stitch together various story elements in a coherent fashion.

Sample's SM standard score was 74, which was in the Moderately Below Average range of functioning and in the 4th percentile compared to her peers in the same grade.

Subtest Discrepancies

Subtest	Standard score	Absolute difference	Significance level	Base rate
Alphabet Tracing Fluency Motor Planning	105 75	30	.01	≤10%
Alphabet Tracing Fluency Homophone Spelling	105 86	19	.05	>15%
Alphabet Tracing Fluency Executive Working Memory	105 64	41	.01	≤5%
Alphabet Tracing Fluency Sentence Scaffolding	105 86	19	.01	≤1%
Alphabet Tracing Fluency Retrieval Fluency	105 102	3	.01	≤1%
Alphabet Tracing Fluency Expository Writing	105 78	27	.01	≤15%
Alphabet Tracing Fluency Copy Editing	105 106	1	.01	≤1%
Alphabet Tracing Fluency Story Mapping	105 74	31	.01	≤1%
Motor Sequencing Copying Speed	95 95	0	.01	≤1%
Motor Sequencing Motor Planning	95 75	20	.01	≤1%
Motor Sequencing Homophone Spelling	95 86	9	.01	≤1%
Motor Sequencing Isolated Spelling	95 104	9	.01	≤1%
Motor Sequencing Executive Working Memory	95 64	31	.01	≤1%
Motor Sequencing Sentence Scaffolding	95 86	9	.01	≤1%
Motor Sequencing Retrieval Fluency	95 102	7	.01	≤1%
Motor Sequencing Expository Writing	95 78	17	.01	≤1%
Motor Sequencing Copy Editing	95 106	11	.01	≤1%
Motor Sequencing Story Mapping	95 74	21	.01	≤1%
Copying Speed Motor Planning	95 75	20	.01	≤1%
Copying Speed Homophone Spelling	95 86	9	.01	≤1%
Copying Speed Isolated Spelling	95 104	9	.01	≤1%
Copying Speed Executive Working Memory	95 64	31	.01	≤1%

Subtest	Standard score	Absolute difference	Significance level	Base rate
Copying Speed Sentence Scaffolding	95 86	9	.01	≤1%
Copying Speed Retrieval Fluency	95 102	7	.01	≤1%
Copying Speed Expository Writing	95 78	17	.01	≤1%
Copying Speed Copy Editing	95 106	11	.01	≤1%
Copying Speed Story Mapping	95 74	21	.01	≤1%
Motor Planning Homophone Spelling	75 86	11	.01	≤1%
Motor Planning Isolated Spelling	75 104	29	.01	≤1%
Motor Planning Executive Working Memory	75 64	11	.01	≤1%
Motor Planning Sentence Scaffolding	75 86	11	.01	≤1%
Motor Planning Retrieval Fluency	75 102	27	.01	≤1%
Motor Planning Expository Writing	75 78	3	.01	≤1%
Motor Planning Copy Editing	75 106	31	.01	≤1%
Motor Planning Story Mapping	75 74	1	.01	≤1%
Homophone Spelling Isolated Spelling	86 104	18	.01	≤1%
Homophone Spelling Executive Working Memory	86 64	22	.01	≤1%
Homophone Spelling Sentence Scaffolding	86 86	0	.01	≤1%
Homophone Spelling Retrieval Fluency	86 102	16	.01	≤1%
Homophone Spelling Expository Writing	86 78	8	.01	≤1%
Homophone Spelling Copy Editing	86 106	20	.01	≤1%
Homophone Spelling Story Mapping	86 74	12	.01	≤1%
Isolated Spelling Executive Working Memory	104 64	40	.01	≤1%
Isolated Spelling Sentence Scaffolding	104 86	18	.01	≤1%
Isolated Spelling Retrieval Fluency	104 102	2	.01	≤1%
Isolated Spelling Expository Writing	104 78	26	.01	≤1%

Subtest	Standard score	Absolute difference	Significance level	Base rate
Isolated Spelling Copy Editing	104 106	2	.01	≤1%
Isolated Spelling Story Mapping	104 74	30	.01	≤1%
Executive Working Memory Sentence Scaffolding	64 86	22	.01	≤1%
Executive Working Memory Retrieval Fluency	64 102	38	.01	≤1%
Executive Working Memory Copy Editing	64 106	42	.01	≤1%
Executive Working Memory Story Mapping	64 74	10	.01	≤1%
Sentence Scaffolding Retrieval Fluency	86 102	16	.01	≤1%
Sentence Scaffolding Expository Writing	86 78	8	.01	≤1%
Sentence Scaffolding Copy Editing	86 106	20	.01	≤1%
Sentence Scaffolding Story Mapping	86 74	12	.01	≤1%
Retrieval Fluency Expository Writing	102 78	24	.01	≤1%
Retrieval Fluency Copy Editing	102 106	4	.01	≤1%
Retrieval Fluency Story Mapping	102 74	28	.01	≤1%
Expository Writing Copy Editing	78 106	28	.01	≤1%
Expository Writing Story Mapping	78 74	4	.01	≤1%
Copy Editing Story Mapping	106 74	32	.01	≤1%

***** End of Report *****